DOCUMENT RESUME

ED 142 251 JC 770 382

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TITLE Faculty Evaluation Within Collective Bargaining Constraints.
PUB DATE Apr 77
NOTE 34p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Denver, Colorado, April 17-20, 1977) ; Best copy available

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Behavioral Objectives; Collective Bargaining; *Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Junior Colleges; *Measurement Instruments; Self Evaluation; Student Evaluation of Teacher Performance; *Technical Institutes
IDENTIFIERS Waukesha County Technical Institute WI

ABSTRACT

The author urges administrators to be prepared for collective bargaining by recognizing the importance of teacher evaluation to the process. Citing as a bargaining error the agreement to form a cooperative administrative-faculty committee to develop a system for evaluating faculty at Waukesha County Technical Institute (Wisconsin), he then presents the resultant successful outline of assumptions and the faculty evaluation system. The system provides mandatory evaluation by the teacher's immediate supervisor, by the teacher, and by students. Optional evaluation is suggested by a peer and a management member other than the immediate supervisor. System components include (1) an initial conference, (2) a teaching observation, (3) an assessment conference, and (4) an action plan. Criteria for evaluation are operationally stated as behavioral objectives for the instructor. A college document entitled "WCTI Faculty Evaluation System" is appended, which provides a rationale, criteria, procedures for each type of evaluation, and evaluation forms. (RT)

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FACULTY EVALUATION WITHIN COLLECTIVE BARGAINING CONSTRAINTS

AACJC CONVENTION

Denver, Colorado

April 1977

BEST COPY AVAILABLE

by

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JE 770 382

FACULTY EVALUATION WITHIN
COLLECTIVE BARGAINING CONSTRAINTS

Any discussion of collective bargaining in education or of faculty evaluation can be very emotional. Together, however, they can be VOLATILE. For that very reason, I'm just a little apprehensive about discussing both of them with you at the same time. Consequently, I would like to make it very clear that I am NOT here to debate the merit or demerit of unions in education, nor am I here to discuss the significant impact of collective bargaining on curriculum, finance, organizational structure, and educational outcomes.

I AM here to identify the impact of collective bargaining on the evaluation of teachers--

- to share our college's mistakes so you can avoid them;
- to indicate our successes so you can consider them;
- and to provide you with an actual system of faculty evaluation which is an outgrowth of collective bargaining. The Waukesha County Technical Institute's system is highly acclaimed and has been operative now for three years.

I do think it's important for you to keep in mind that I've been involved in negotiations and faculty evaluation since 1962, representing both labor and management at different times. Please understand that I have been trained by unions and management separately in labor law, arbitration, teacher evaluation, contract administration and the like. Today, however, all of my remarks will be from a management perspective, not from a teacher's.

For those of you who may feel these matters are remote, 48% of the states today have enacted legislation providing for varying degrees of bargaining in higher education. Six more have bills in the legislature which are currently under discussion. Wisconsin, incidentally, became the first state in the nation to pass its Municipal Employment Relations Act in 1959. Since then, it's been expanded four times.

For us, and soon for you, the law provides that whenever school employees choose to unionize, boards must bargain on wages, hours of work, and condition of employment. Simply speaking, teachers have the right to unionize and boards have duty to bargain in good faith.

Obviously, there are great variations among the states However, the future is quite predictable and very clear.

1. There will be more legislation providing for greater teacher union input into the operation of the nation's schools.

2. Variances among states with regard to the effect of the legislation will diminish.

3. "Permissible" issues to be negotiated will exceed those in private industry.

I mention this because I want to underscore the fact that elements of teacher evaluation at the table will be a reality for many of you not presently involved, and I'm trying to say to the educational administrators, "BE PREPARED".

In the 60's at our college, several staff members resigned under pressure, several educators were given "notice", and one instance resulted in six different (but related) grievances.

Predictably, the subject of faculty evaluation came up at the bargaining table, with the teachers' union saying in effect, "Let's develop a new system to evaluate teachers, and since we're professionals, we should participate in any system used to evaluate us."

The district felt that this was reasonable and ultimately agreed to the following language in the labor agreement: "Criteria and related procedures for the evaluation of educators shall be jointly developed by the Board and the Association (i.e., 'union')."

This very simple sentence represents a major blunder in the bargaining history of our district. For one thing, the Wisconsin Supreme Court has ruled this is so inherent a management function it does not have to even be discussed at the table. We not only discussed it, we gave it away!

Remember, the language reads "jointly develop criteria and related procedures". Ordinarily, the college decides what the teacher will do and the union discusses how much it may cost. This is a fundamental principle of collective bargaining. To make matters worse, a contractural committee of three administrators and three teachers was established to develop the system with the unstated assumption that it would be completed over the summer. We failed to discuss a time limit, however, and with only 50% of the vote, we could not reach agreement for 2½ years. Needless to say, both the President and I were extremely upset. Consequently, I took on a very aggressive profile and at times assumed an adversary posture and a dominant role on the committee.

The result is the document distributed earlier titled, "WCTI Faculty Evaluation System" which I would now like to explore with you in detail.

If you do intend to consider any part of it at your college, it's imperative that you be aware of the assumptions underlying its structure. Obviously, since it's idiosyncratic to our needs, it may be at cross purposes with yours. The assumptions are as follows:

1. We believe the purpose of evaluation is twofold: to improve instruction, and to provide data for decisions concerning renewal or termination. We also believe, however, that the two considerations are inseparable. You cannot assist an educator to improve without recognizing that the information acquired may be used for decision making at a future time.

2. We believe in and are committed to the principles of participatory management - not faculty governance. We believe that educational programming and the course content are a function of society and the community - not the individual teacher. Obviously, we earnestly need and value the input of the teacher, but we believe that it is only one source. The assumption is that authority for educational programming rests legally with the board.

3. The WCTI System which we negotiated assesses only one role of the instructor, the role of teacher. It does not evaluate the individual as a total employee. This is handled separately. For example, failure to observe district policies, failure to turn in grades, etc., can be grounds for suspension or termination. Each incident is reviewed separately and dealt with on its own merits. The Faculty

Evaluation System only addresses itself to the role of the educator as a classroom instructor.

4. Our college curriculum is largely competency based and stresses criterion-referenced instruction, including the related liberal arts (general education). The curriculum and objectives are rooted in Ralph Tyler's rationale and Robert Gagne's approach to educational psychology.

Looking at the WCTI System, then, it provides for five types of evaluation, three of which are mandatory:

A. Supervisory - Evaluation by the immediate supervisor.

B. Self - Evaluation of the teacher himself.

C. Student - Evaluation by the student.

Two forms of evaluation are optional:

A. Peer - Evaluation by a colleague assisting the teacher on a voluntary basis, providing an alternate opinion.

B. Management Evaluation - Evaluation of the teacher by any manager other than the immediate supervisor (including the President).

All five evaluation sources enable the supervisor to assess the teacher and to assist in the improvement of instruction. These sources also form the annual decision to retain or not to retain each educator.

There are four components to our system:

- an initial conference
- an observation (teaching)

- an assessment conference

- an action plan

1. The initial conference is the occasion when the supervisor and the teacher sit down to review the teacher's total teaching perspective.

   A. The supervisor examines the teacher's notes, objectives, student learning activities, teacher's evaluation system, tests, etc.

   B. This is also an occasion for results of student evaluation of the teacher to be discussed. The session typically lasts 2 hours and is comprehensive and required.

   C. Afterwards, the supervisor and teacher independently complete items 1-9 on their separate evaluation forms.

2. The In-Class Observation is the second component. Here the supervisor observes the teacher in action with the students. This can be done with or without advanced notification but must take place within 30 days of initial conference. Afterwards, each fills out items 10-17 separately.

3. The Assessment Conference is the occasion during which the supervisor and teacher compare respective evaluation forms for the very first time. Points of agreement and disagreement are reviewed and discussed, with the supervisor determining the ultimate rating at the conference close.

4. The Action Plan is the last element in the system.

Teachers and administrators agree that no one is perfect; no matter how good one may be, there is always room for improvement. The Action Plan, therefore, forms the foundation for professional improvement and is geared to each teacher's individual needs. It is required.

The actual criteria for evaluation are operationally stated and can be found in the packet distributed earlier. They are written to reflect the district's philosophy and management's perception of the teacher's role.

(Nine of them are listed here so the reader can see what was discussed in detail at the Convention.)

"2. The instructor is expected to use objectives which are stated in measurable terms. An objective is stated in measurable terms when it includes an action verb which lends itself to evaluative activities.

"3. The instructor is expected to use an evaluation system which is consistent with course/unit objectives. Consistency here is demonstrated by having evaluative activities directly related to the action verbs of the objectives.

"4. The instructor is expected to use an evaluation system which assesses the degree to which the students have met the objectives of the course/unit. Evaluative activities should enable the instructor to evaluate student accomplishments of objectives rather than comparison to peers.

"6. The instructor's students are expected to meet the objectives of the course/unit. Indicate what per cent of the students are meeting what per cent of the objectives in justification of choice.

"10. The instructor is expected to communicate the objectives to the students. It is the responsibility of the instructor to provide the student with the objectives for the class session or unit. This could be provided by oral or written communication.

"11. The instructor is expected to use learning activities which are appropriate to the objectives. Student learning activites are appropriate when they provide a means for accomplishing the desired results. If a student has to do something, the learning activity should give him practice doing that.

"13. The instructor is expected to present instructional material in an organized, clear manner. Regardless of how information is presented, there should be evidence of organization and clarity; e.g., use of topical outline, planning notes, learning activity package, etc., with logical patterns and understandability.

"15. The instructor is expected to be efficient in using time. The instructor is expected to be present during the class period, and class time is to be used to meet the objectives of that period or unit. Classes should begin on time.

"17. The instructor is expected to be efficient in using resources. The instructor should avoid unnecessary waste of resources; e.g., using unnecessary printed material when a transparency may be more practical or purchasing a film which is available free."

Student evaluation is also a part of our system. We use the Student Information Report (SIR), a copyrighted package purchased from Educational Testing Service of Princeton, New Jersey. The package has been modified, with permission, to meet our local needs. Suffice it to say that the results of student evaluation are reviewed and discussed in the Pre-Assessment Conference.

The Faculty Evaluation System at the Waukesha County Technical Institute is most unique. While an outgrowth of a mistake in collective bargaining, it has been highly acclaimed and nationally recognized. Operational for three years, it has been a positive correlation coefficient of +94253, using The Pearson R, product-moment reliability factor.

Twice annually a report on overall reliability, inter-rater reliability, item analyses, standard error, etc., is generated which I use to improve the system.

Designed to provide for maximum, meaningful communication between teacher and supervisor, the WCTI System preserves management rights and responsibilities. Further, it was mutually developed and recognizes that teachers are responsible for student learning. The Faculty Evaluation System is also totally integrated with the colleges' program of management by objective, staff development, in-service, and program evaluation.

In retrospect, I think the system is tough, frank, and effective. It enables us to target Instructional Services goals and accomplish them through and with the teachers. The system does give management considerable flexibility, and we actually do continually increase our output expectations.

Future plans are to raise expected performance level of teachers by gradually spelling out uniform, precise criteria for and with program coordinators.

FACULTY EVALUATION SYSTEM

INSTRUCTIONAL SERVICES
ASSISTANT DISTRICT DIRECTOR
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Waukesha County Technical Institute

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District Director

WCTI FACULTY EVALUATION SYSTEM

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EVALUATION COMMITTEE REPORT

WAUKESHA COUNTY TECHNICAL INSTITUTE

EVALUATION SYSTEM

I. Purpose and Scope of Instructor Evaluation:

Evaluation of instructors is all too frequently viewed from the perspective of possible non-renewal or dismissal. Waukesha County Technical Institute, while not negating such possible action, is committed to the more positive and meaningful purpose of professional growth. As a result, the primary purpose of evaluation at Waukesha County Technical Institute shall be for the improvement of the instructional process to insure professional growth and to provide data for management decisions concerning renewal, non-renewal, dismissal, or disciplinary action.

II. Criteria for Instructor Evaluation:

A. The criteria used for the evaluation of instructors shall be those that can be directly and clearly related to the instructor's effectiveness. Such criteria shall be jointly developed by the Board and the Association and shall be provided to each instructional employee of the District.

B. The Evaluation Committee, consisting of Board and Association Representatives, shall determine and describe criteria for evaluation and review the results of evaluation to assess the validity and reliability of the criteria used. The evaluation committee shall also revise the criteria for evaluation as the need arises.

C. To date, the evaluation committee has identified criteria for three (3) general areas of instructional effectiveness: Objectives, Evaluation and In-Class Observation. The following descriptions are presented to clarify the various criteria:

1. The instructor is expected to use objectives which are concistent with the course outline. In the justification of choice, indicate how many objectives were examined.

2. The instructor is expected to use objectives which are stated in measurable terms. An objective is stated in measurable terms when it includes an action verb which lends itself to evaluative activities.

3. The instructor is expected to use an evaluation system which is consistent with course/unit objectives. Consistency here is demonstrated by having evaluative activities directly related to the action verbs of the objectives.

4. The instructor is expected to use an evaluation system which assesses the degree to which the students have met the objectives of the course/unit. Evaluative activities should enable the instructor to evaluate student accomplishments of objectives rather than comparison to peers.

5. The instructor is expected to evaluate the students often enough to assess their progress. Evaluation should occur often enough to enable the instructor to determine where students are in order to adjust teaching strategies accordingly.

6. The instructor's students are expected to meet the objectives of the course/unit. Indicate what per cent of the students are meeting what percent of the objectives in justification of choice.

7. The instructor is expected to inform students of their progress. Students should be able to find out their standing at any time.

8. The instructor is expected to periodically review evaluation procedures and activities. At least once per year, the instructor should review his student evaluation system.

9. The instructor is expected to periodically revise the evaluation procedure and activities. When the system needs changing, the instructor should revise it.

10. The instructor is expected to communicate the objectives to the students. It is the responsibility of the instructor to provide the student with the objectives for the class session or unit. This could be provided by oral or written communication.

11. The instructor is expected to use learning activities which are appropriate to the objectives. Student learning activities are appropriate when they provide a means for accomplishing the desired results. If a student has to do something, the learning activity should give him practice doing that.

12. The instructor is expected to maintain students attention. Attention is maintained when students continue to be involved in learning activities during the class time.

13. The instructor is expected to present instructional material in an organized, clear manner. Regardless of how information is presented, there should be evidence of organization and clarity; e.g., use of topical outline, planning notes, learning activity package, etc., with logical patterns and understandability.

14. The instructor is expected to use learning activities which encourage student participation. Learning is not done to students but done by students. The intent of this criteria is that one should look for the student to be actively involved in the learning process.

15. The instructor is expected to obtain feedback from the students. The instructor should be aware of how students respond to learning activities.

16. The instructor is expected to be efficient in using time. The instructor is expected to be present during the class period, and class time is to be used to meet the objectives of that period or unit. Classes should begin on time.

17. The instructor is expected to be efficient in using resources. The instructor should avoid unnecessary waste of resources; e.g. using unnecessary printed material when a transparency may be more practical or purchasing a film which is available free.

III. Types of Evaluation at W.C.T.I.

The District instructor evaluation system provides for five types of evaluation: Supervisory, Self, Peer, Management, and Student. Whenever evaluation occurs, the procedures and conditions outlined below shall be observed.

A. Supervisory Evaluation

Supervisory Evaluation is the regular assessment made by the immediate supervisor; to wit, program coordinator. This evaluation shall examine the instructor's objectives, evaluation of students, and in-class performance using the criteria outlined above.

1. Procedures for Supervisory Evaluation

The procedures for supervisory evaluation shall include an initial conference, an in-class observation and an assessment conference.

a. Initial Conference

The initial conference is a meeting between the immediate supervisor and the instructor to discuss the instructor's preparation, objectives, learning activities, and means of student evaluation and to determine which of these areas will be stressed during the evaluation. The immediate supervisor shall notify the instructor of the initial conference five (5) working days before the meeting.

The instructor shall bring to the initial conference a sample of current (daily or unit) objectives plus instructional and evaluation materials related to these objectives. During the initial conference arrangements shall be made for an in-class observation and an assessment conference shall be scheduled. The in-class observation may be scheduled or unscheduled. If unscheduled, the visitation shall occur within thirty (30) calendar days of the initial conference.

After the initial conference, the immediate supervisor and the instructor shall complete Items 1-9 on their respective assessment forms.

b. In Class Observation

During the in class observation the immediate supervisor must make his presence known to the instructor. Following the in-class observation the instructor and immediate supervisor both complete Items 10-17 on their respective assessment forms.

c. The Assessment Conference

The assessment conference for supervisory evaluation is a meeting between the immediate supervisor and the instructor to review and discuss their respective assessment forms. This conference is to take place within five (5) working days after the classroom visitation.

Based on the information obtained from the initial conference, the in-class observation, and assessment conference, the immediate supervisor shall make a judgement regarding the instructor's performance. When the immediate supervisor determines that the instructor's performance has been acceptable, the instructor and immediate supervisor shall agree upon an action plan to encourage normal professional growth and improve instruction. Such a plan shall be written, directly related to criteria for evaluation and may involve other members of the staff. (See Action Plan Form)

When, in an immediate supervisor's judgement, an instructor's weaknesses outweigh his strengths and that instructor's performance is unacceptable, the above plan may not be adequate to insure self improvement. In that case, the immediate supervisor shall submit an action plan to the instructor within ten (10) working days of the assessment conference. Such a plan shall be written and shall:

1. Identify the criterion deficiency(s) to be corrected immediately.
2. Identify specific strategies for resolving the problem(s).
3. Specify constraints.
4. Provide ample time and means for the instructor to demonstrate his improvement.

This plan shall also be directly related to the criteria for evaluation and may involve other members of the staff. (See Action Plan Form)

2. Frequency of Supervisory Evaluation

Supervisory evaluation as described above shall occur once each semester for new instructors or those who have not been evaluated since their initial employment and once each school year for continuing instructors after their initial evaluations. Supervisory evaluation may occur at any time during the first or second semester, provided that it is completed before the end of the second semester.

*It is understood that follow-up conferences and observations may be necessary to review concerns identified in the original conference or observation.

3. Results of Supervisory Evaluation

The results of supervisory evaluation provide the instructor and the District with an assessment of the instructor's performance. Copies of the results (the assessment forms and action plan) shall be submitted to the Evaluation Committee for analysis and to the Board's official file for instructors. The immediate supervisor and instructor shall each retain a copy of the evaluation results.

In the case of unsatisfacotry evaluations, any follow-up materials or additional evaluations to monitor the instructor's performance shall also be included as evaluation results.

B. Self Evaluation

Self evaluation is the appraisal made by the instructor of his performance and is a part of Supervisory, Peer, and Management evaluation.

Whenever an instructor is evaluated, the instructor shall complete self assessment forms complete with justification of choice and shall discuss his self assessments in conference with the evaluators. Copies of the self assessment forms shall be a part of any evaluation results.

C. Peer Evaluation

Peer evaluation is an optional assessment made by a colleague on a voluntary basis between two instructors. Any instructor desiring a peer evaluation must find another instructor employed by the District who is willing to volunteer his or her time for this evaluation. The same general system used for supervisory evaluation will be used and the results may be placed in the instructor personnel file if he or she so desires.

D. Management Evaluation

Evaluation of Educators: Procedure & Criteria

Effective March, 1975 evaluation of educators by immediate supervisors shall be conducted in accordance with the document entitled, "Evaluation Committee Report, Waukesha County Technical Institute Evaluation System" as agreed upon by the Joint Committee.

Evaluation by Instructional Services Personnel, including District Director, other than the immediate supervisor shall be conducted in the following manner in the interim period between the enactment of this contract and the establishment of a management evaluation system by the Joint Committee on Evaluation.

Evaluation by management personnel other than the immediate supervisor shall be conducted in the same manner as supervisory evaluation, except:

1. Management evaluation shall not be conducted in any school year, including summer sessions, until at least one supervisory evaluation of the educator involved has been completed in such school year.

2. An initial conference shall not be required prior to management evaluation, and

3. In-class observation may be scheduled or unscheduled.

The joint committee for development of criteria and additional procedures shall continue to review the evaluation process and implement agreed upon changes.

E. Student

See pages 4a and 4b.

IV. **Contractual Obligations Related to Instructors Evaluation (criterion and procedures to be developed)**

Existing contractual obligations and their relationship to the total evaluation system will be considered. Instructors are obviously expected to meet contractual obligations during the terms of the contract.

V. **Complaints against Educators**: Any complaint regarding an educator made to a school official by any parent, student or other person will be promptly called to the attention of the educator in written form.

VI. **Evaluation Committee**:

A. Dynamic System

B. Role of Committee

C. Make-up of Committee

Because the process of evaluating an instructor is not an exact science, but rather a dynamic process which requires analysis and possible system revisions, both the Board and management of WCTI and the instructors recognize the need for an Evaluation Committee to ensure the development of the WCTI Instructor Evaluation System. The Evaluation Committee shall consist of three Board representatives and three Association representatives and shall have sufficient autonomy to modify the criteria and procedures for evaluation. This committee shall be responsible for analyzing the results of evaluations and determining the validity and reliability of the criteria and the workability of the procedures. Also, this committee shall continue to develop and field test criteria and procedures for student evaluation of instructors and contractual obligations related to instructor's evaluation. Further, the evaluation committee shall recommend training for evaluators and instructors to improve observation and assessment techniques.

WAUKESHA COUNTY TECHNICAL INSTITUTE

FACULTY EVALUATION COMMITTEE

A Statement of
Purpose and Procedures
Regarding
Student Opinion of Instruction

March, 1977

PURPOSE

Student opinion is a portion of the total evaluation process and therefore is to be used by both coordinator and instructor for the purpose of assessment and improvement of instruction. Information obtained from student opinionnaires may be reviewed at any time during the school year. Student judgment does not in itself serve as an evaluation of faculty competence.

FORM

The Student Instructional Report (SIR), developed by the Educational Testing Service, Princeton, New Jersey, will be the opinionnaire used. The opinionnaire and response sheets will be purchased by the Educational Resource Center and made accessible to faculty by the program coordinators. WCTI has modified the copyrighted SIR format (with permission) in order to meet local needs.

IMPLEMENTATION

The process of obtaining student opinion of instruction will be implemented in two stages. The first stage, 1977/1978, will be a pilot project. During the first stage, student opinions are to be obtained from at least two classes of different courses of the instructor's choice. The courses chosen should alternate each semester. The instructor may obtain opinions from all courses taught.

This procedure will be reviewed by the Faculty Evaluation Committee in order to determine the number of classes to be involved during the second stage, 1978/1979.

The opinionnaires are to be administered any time after the 12th, but before the 17th week of class for courses 18 to 36 weeks in length. Opinionnaires for 9 week courses are to be administered any time after the 5th week, prior to the conclusion of class.

DIRECTIONS

1. Instructors are to obtain: a) SIR opinionnaires, and b) response sheets from their program coordinator. Additional copies may be obtained through the curriculum library upon request.

2. Students should be instructed to mark the response sheets only. The opinionnaires are to be used again, therefore they must not be marked.

3. The instructor is responsible for administering the opinionnaire (allow approximately 20 minutes), but may ask a student, another instructor, or coordinator to assist.

4. Instructors are to send completed opinionnaires to their coordinators, indicating the date, class section, course title and number, and the instructor. Results will be tabulated and returned to the instructor and program coordinator.

WAUKESHA COUNTY TECHNICAL INSTITUTE
Instructor Evaluation Report and Action Plan

Instructor _____ Date _____

Based on the Instructor Evaluation System, the above instructor's performance has been evaluated and found to be _____
(Indicate Satisfactory/Unsatisfactory)

If the instructor's performance was satisfactory, the "Action Plan" below is to be completed. If the instructor's performance was unsatisfactory, the immediate supervisor shall complete the "Action Plan to Correct Unsatisfactory Performance" at the bottom of this form.

ACTION PLAN

The following is a mutually agreed upon plan for professional growth, which the instructor is expected to complete, which will result in improvement.

No monitoring of the above plan is to occur as this plan is not in itself to be considered criteria for future evaluation. Rather, the original criteria on the Assessment Form, shall be the basis of evaluation.

Date _____ Instructor _____

Date _____ Instructor _____

ACTION PLAN TO CORRECT UNSATISFACTORY PERFORMANCE

A. The following criterion deficiencies need immediate improvement:

B. The following strategies are suggested for the needed improvement:

C. The following specific constraints are to be observed in making the required improvement:

D. The deficiencies noted above are expected to be corrected by the time specified below and verification of such correction shall be made by means specified below:

If after three attempts to improve, any deficiencies be unresolved, the instructor shall be given one (1) week's notice of a conference with the supervisor, and notified of the specific issues to be discussed at the conference. The instructor has the right to be accompanied by a representative of the Waukesha County Technical Educators' Association. The instructor shall receive a written summary of the conference.

WCTI
INSTRUCTIONAL SERVICES

WCTI EVALUATION SYSTEM
INSTRUCTOR SELF-ASSESSMENT FORM
GENERAL INFORMATION

NAME OF INSTRUCTOR: _____ SOC. SEC. NO. _____

DATE OF VISITATION: _____

TIME VISITATION BEGAN: _____ TIME VISITATION ENDED: _____

LOCATION OF VISITATION: _____

DATE OF INITIAL CONFERENCE: _____ DATE OF ASSESSMENT CONFERENCE: _____

DIVISION: _____ DEPARTMENT: _____

COURSE TITLE: _____

COURSE NUMBER: _____

NUMBER OF STUDENTS PRESENT: _____ CHECK ONE: ___Individualized Course ___Traditional Course

NAME OF OBSERVER: _____

DIRECTIONS

Record your rating of the following criteria for instructor self-assessment by placing an x on the line next to the term that corresponds to your evaluation of the indicated criteria. ALL ratings must be accompanied with a written justification of your rating. Please note that several of the items contain a component requesting your response relative to the development of the materials (objectives, systems, procedures, etc:). A response should be recorded each time a reference is made to material development.

ASSESSMENT FORM

PRE-ASSESSMENT CONFERENCE

1. The objective(s) were consistent with course outlines.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

These objectives were developed by the teacher: yes_____ no _____

2. The objective(s) were stated in measurable terms.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

These objectives were developed by the teacher: yes _____ no _____

3. The instructor's evaluation system is consistent with course/unit objectives.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

The system was developed by the teacher: yes _____ no _____

4. The instructor is using an evaluation system which assesses the degree to which students meet the objectives of the course/unit.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

This system was developed by the teacher: yes _____ no _____

5. The instructor evaluates students often enough to assess their progress.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

6. Based on this method of evaluation the instructor's students are meeting the objectives of the course/unit.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

The method of evaluation was developed by the instructor: yes _____ no _____

7. After completing student evaluations, the instructor informs students of their progress.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

8. The instructor periodically reviews evaluation procedures.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

9. The instructor periodically revises the evaluation procedure.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

This evaluation procedure was developed by the instructor: yes _____ no _____

Below, list suggestions which you feel should be considered a part of the Action Plan to be discussed during the Assessment Conference.

_____

_____

Supervisor suggestions for improvement _____

_____

_____

_____

ASSESSMENT FORM
IN-CLASS OBSERVATION

10. The instructor communicated the objective(s) of the class session to students and the evaluator.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

11. The instructor used activities related to meeting the objectives.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

The activities used were developed by the teacher: yes _____ no _____

12. The instructor maintained student attention toward the learning activities being used.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

13. The information was presented in an organized and clear manner.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice _____

_____

_____

The information was organized by the teacher: yes _____ no _____

14. The instructor provided learning activities which encourage active student participation (i.e., responce to instructional materials in terms of application, analysis, synthesis...).

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

The learning activities were developed by the teacher: yes _____ no _____

15. The instructor obtained feedback from students.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

16. The instructor used class time efficiently.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

17. The instructor used resources efficiently.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

18. Below, list suggestions which you feel should be considered a part of the Action Plan to be discussed during the Assessment Conference.

_____

_____

Instructor suggestions for improvement: _____

_____

_____

INSTRUCTOR SUGGESTIONS FOR INPUT:

SUPERVISOR SUGGESTIONS FOR INPUT:

WAUKESHA COUNTY TECHNICAL INSTITUTE
Instructor Evaluation Report and Action Plan

Instructor _____ Date _____

Based on the Instructor Evaluation System, the above instructor's performance has been evaluated and found to be _____
(Indicate Satisfactory/Unsatisfactory)

If the instructor's performance was satisfactory, the "Action Plan" below is to be completed. If the instructor's performance was unsatisfactory, the immediate supervisor shall complete the "Action Plan to Correct Unsatisfactory Performance" at the bottom of this form.

ACTION PLAN

The following is a mutually agreed upon plan for professional growth, which the instructor is expected to complete, which will result in improvement.

No monitoring of the above plan is to occur as this plan is not in itself to be considered criteria for future evaluation. Rather, the original criteria on the Assessment Form shall be the basis of evaluation.

Date _____ Instructor _____

Date _____ Instructor _____

ACTION PLAN TO CORRECT UNSATISFACTORY PERFORMANCE

A. The following criterion deficiencies need immediate improvement.

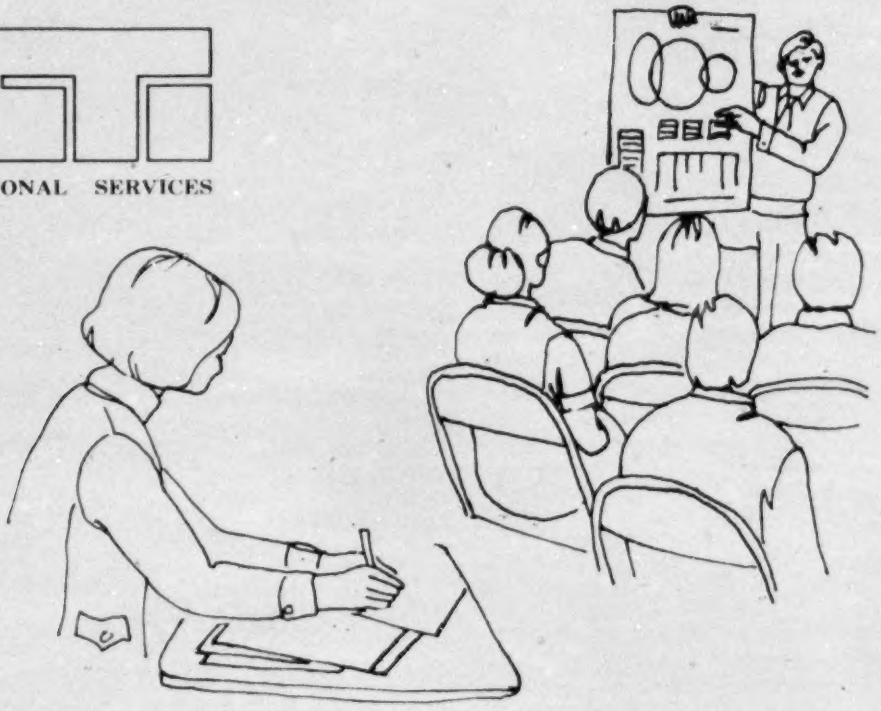
B. The following strategies are suggested for the needed improvement.

C. The following specific constraints are to be observed in making the required improvement.

D. The deficiencies noted above are expected to be corrected by the time specified below, and verification of such correction shall be made by means specified below.

If after three attempts to improve, any deficiencies be unresolved, the instructor shall be given one (1) week's notice of a conference with the supervisor, and notified of the specific issues to be discussed at the conference. The instructor has the right to be accompanied by a representative of the Waukesha County Technical Educators Association. The instructor shall receive a written summary of the conference.

INSTRUCTIONAL SERVICES



WCTI EVALUATION SYSTEM
OBSERVER ASSESSMENT FORM
GENERAL INFORMATION

NAME OF INSTRUCTOR: _____ SOC. SEC. NO. _____

DATE OF VISITATION: _____

TIME VISITATION BEGAN: _____ TIME VISITATION ENDED: _____

LOCATION OF VISITATION: _____

DATE OF INITIAL CONFERENCE: _____ DATE OF ASSESSMENT CONFERENCE: _____

DIVISION: _____ DEPARTMENT: _____

COURSE TITLE: _____

COURSE NUMBER: _____

NUMBER OF STUDENTS PRESENT: _____ CHECK ONE: ___ Individualized Course ___ Traditional Course

NAME OF OBSERVER: _____

DIRECTIONS

Record your rating of the following criteria for instructor assessment by placing an x on the line next to the term that corresponds to your evaluation of the indicated criteria. ALL ratings must be accompanied with a written justification of your rating. Please note that several of the items contain a component requesting your response relative to the development of the materials (objectives, systems, procedures, etc.). A response should be recorded each time a reference is made to material development.

ASSESSMENT FORM

PRE-ASSESSMENT CONFERENCE

1. The objective(s) were consistent with course outlines.

   1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

   Justification of choice: _____

   _____

   _____

   These objectives were developed by the teacher: yes_____ no _____

2. The objective(s) were stated in measurable terms.

   1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

   Justification of choice: _____

   _____

   _____

   These objectives were developed by the teacher: yes _____ no _____

3. The instructor's evaluation system is consistent with course/unit objectives.

   1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

   Justification of choice: _____

   _____

   _____

   The system was developed by the teacher: yes _____ no _____

4. The instructor is using an evaluation system which assesses the degree to which students meet the objectives of the course/unit.

   1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

   Justification of choice: _____

   _____

   _____

   This system was developed by the teacher: yes _____ no _____

5. The instructor evaluates students often enough to assess their progress.

   1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

   Justification of choice: _____

   _____

   _____

6. Based on this method of evaluation the instructor's students are meeting the objectives of the course/unit.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

The method of evaluation was developed by the instructor: yes _____ no _____

7. After completing student evaluations, the instructor informs students of their progress.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

8. The instructor periodically reviews evaluation procedures.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

9. The instructor periodically revises the evaluation procedure.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

_____

_____

This evaluation procedure was developed by the instructor: yes _____ no _____

Below, list suggustions which you feel should be considered a part of the Action Plan to be discussed during the Assessment Conference.

_____

_____

Supervisor suggestions for improvement: _____

_____

_____

_____

ASSESSMENT FORM
IN-CLASS OBSERVATION

10. The instructor communicated the objective(s) of the class session to students and the evaluator.

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Justification of choice: _____

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Justification of choice: _____

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16. The instructor used class time efficiently.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

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17. The instructor used resources efficiently.

1. Significantly exceeds criterion _____ 2. Slightly above criterion _____ 3. Meets criterion _____ 4. Slightly below criterion _____ 5. Significantly below criterion _____

Justification of choice: _____

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_____

18. Below, list suggestions which you feel should be considered a part of the Action Plan to be discussed during the Assessment Conference.

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_____

Instructor suggestions for improvement: _____

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SUPERVISOR SUGGESTIONS FOR INPUT:

WAUKESHA COUNTY TECHNICAL INSTITUTE
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Date _____ Instructor _____

Date _____ Instructor _____

ACTION PLAN TO CORRECT UNSATISFACTORY PERFORMANCE

A. The following criterion deficiencies need immediate improvement.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 2 977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

B. The following strategies are suggested for the needed improvement.

C. The following specific constraints are to be observed in making the required improvement.

D. The deficiencies noted above are expected to be corrected by the time specified below, and verification of such correction shall be made by means specified below.

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